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ABSTRACT

This handbook outlines the grade 6 course entitled "Our World, Its Diverse Peoples, and Their Societies." A statement of the California philosophy of history-social studies education precedes the handbook's three sections. The first two sections present major goals of the overall program, an overview of social studies content for grades K-6, and a chart of content areas for grades K-12. Section 3 describes the topics, concepts, skills, learning activities, and media resources for the sixth grade level. Topics covered include people of the United States, global interdependence, environment, cultural diversity, role of language, technology, basic needs and institutions, and belief systems throughout the world. Appendices contain California education codes concerning history and social science instruction and the observance of special events. (LP)

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KERN COUNTY SUPERINTENDENT OF SCHOOLS

SIXTH GRADE

HISTORY-SOCIAL SCIENCE: A BRIEF CURRICULUM GUIDE*

ED243743

*Excerpted from History-Social Science Curriculum Guide K-6

Division of Instructional Services
Fall, 1982

SO 015 552

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ACKNOWLEDGEMENTS

PHILOSOPHY OF HISTORY-SOCIAL SCIENCE

*EDUCATION IN CALIFORNIA**

The central purpose of history-social science education is to prepare students to be humane, rational, understanding and participating citizens in a diverse society and in an increasingly interdependent world-students who will preserve and continue to advance progress toward a just society. Therefore:

- To function effectively as citizens of the world, the United States, and California, students need to appreciate their common human historical and cultural background, as well as to esteem their own and others' individual and group heritages.

- To function effectively in society, the individual needs a breadth of knowledge about human social situations--knowledge that exceeds immediate experience. The individual needs an awareness of the ways in which other men and women have derived answers to the crucial questions of human existence. The individual also needs the ability to take the perspectives of others and the capacity for understanding multiple perspectives on historical and social phenomena. And the individual must understand that the crucial questions of human existence are ethical as well as emotional and intellectual.

- As participating members of a democratic society, men and women must know how to cope with social problems and to use reason, evidence, and judgement. They must be able to act with responsibility and to accept and to respect the rights and dignity of others. The individual must have a well-developed value system and be willing to act upon it, either independently or as a member of a group. Social science instruction designed for use in the public schools in California should help young people to grow into such men and women.

- Each student is entitled to receive a broad, balanced, well planned and well integrated series of learning experiences in history and the social sciences throughout the educational program, kindergarten through grade twelve. Instruction in history and the social sciences must be compatible with the developmental characteristics of children and young people.

- Social science programs should take full advantage of the school and community as learning environments. Students and teachers should be encouraged to draw upon the many resources available to them, such as parents, community leaders, elected officials, labor, business and government, cultural organizations, the mass media, libraries and persons who are knowledgeable about and sensitive to the great ethnic diversity of America.

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*From History-Social Science Framework for California Public Schools, (Sacramento, California: California State Department of Education, 1981) p. 3.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM

The history-social science program is an area of the curriculum charged with great responsibilities. That program which begins in kindergarten and which should continue without interruption through grade twelve is premised on the conviction that history-social science education is basic to the development of an informed and effective citizenry. It is that area of the curriculum primarily and most directly concerned with helping students understand themselves and others, appreciate their heritage and learn how the nation and the world in which they live came to be. It also is that area of the curriculum which is primarily and most directly concerned with helping students learn how to function effectively in the school, local, state, national, and global societies in which they live.

Because of the responsibilities with which it is charged, the history-social science program is directed toward the attainment of four major goals:

Knowledge

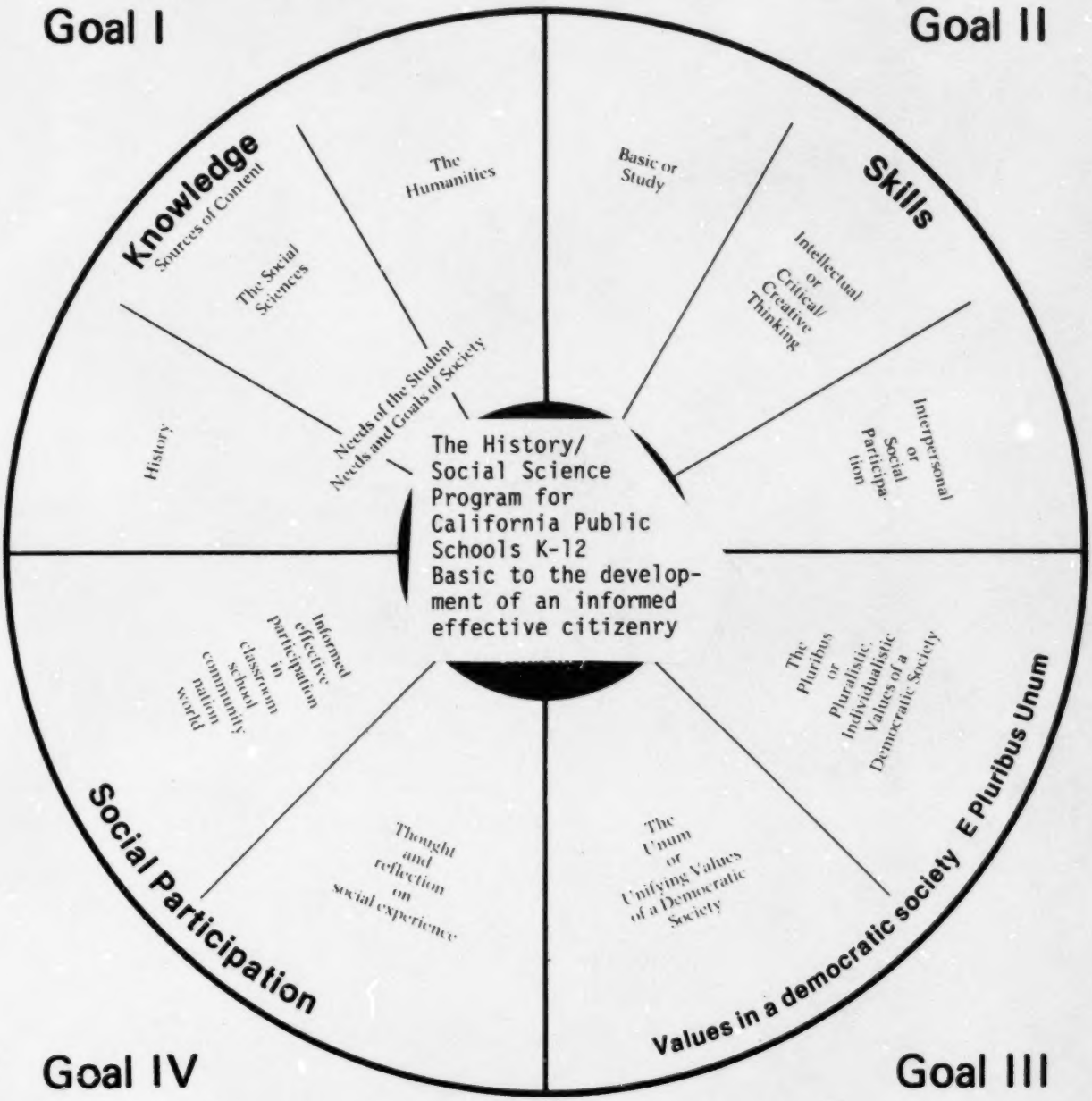
Skills

Values

Social Participation

Those goals are illustrated in the circular chart shown on page 2.

MAJOR GOALS OF THE HISTORY-SOCIAL SCIENCE PROGRAM


Goal I
Goal II
Knowledge
Sources of Content
The Humanities
The Social Sciences
History
Needs of the Student
Needs and Goals of Society
Basic or Study
Skills
Intellectual or Critical/ Creative Thinking
Interpersonal or Social Participation
The History/ Social Science Program for California Public Schools K-12 Basic to the development of an informed effective citizenry
Informed effective participation in classroom school community nation world
Social Participation
Thought and reflection on social experience
The Unum or Unifying Values of a Democratic Society
The Pluribus or Pluralistic, Individualistic Values of a Democratic Society
E Pluribus Unum
Values in a democratic society
Goal IV
Goal III

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades K-6

Content in grades K-6 focuses on helping children understand people as individuals, as members of groups and the settings in which people, past and present, live and interact.

Grade Level	Major Focus
KINDERGARTEN: Myself And Others In My World	Learning about the physical/social/ emotional dimensions of self and others.
GRADE 1: People At Home And At School	Exploring relationships of people in homes/schools. Developing understanding/appreciation of how roles, ethnic heritages, traditions, physical environment, social/economic factors, influence people's daily lives.
GRADE 2: People As Members of Groups	Exploring relationships of people in groups and among groups. Group norms, roles, responsibilities, communication, problem solving, and decision making.
GRADE 3: People As Members of Communities	Understanding the nature of communities and how people make communities function.
GRADE 4: People of A Region: California	Understanding the diversity of California's geography, people, social and economic environments. Appreciating California's rich history. Comparing/contrasting California with other regions in the world.
GRADE 5: People of A Nation: The United States	Learning about the geography of of the United States and its rich history. Emphasis on the individual men and women and groups who have helped shape our nation and on their contributions to its political, economic, social, and cultural life.
GRADE 6: Our World, Its Diverse Peoples And Their Societies	Learning about the geography of Earth, its many diverse peoples and their societies. Emphasis on four basic, universal elements common to all cultures: language, technology, beliefs and institutions (family, government, education, religion, and economic institutions.)

Areas of Study:
Grades Kindergarten through Twelve

THE INDIVIDUAL IN POLITICAL, ECONOMIC, AND SOCIAL SYSTEMS

THE UNITED STATES: IDEALS TRADITIONS, AND INSTITUTIONS

WORLD CULTURES

CITIZENS AND CIVICS

THE AMERICAN EXPERIENCE

THE CHANGING WORLD

OUR WORLD, ITS DIVERSE PEOPLES, AND THEIR SOCIETIES

THE PEOPLE OF A NATION: THE UNITED STATES OF AMERICA

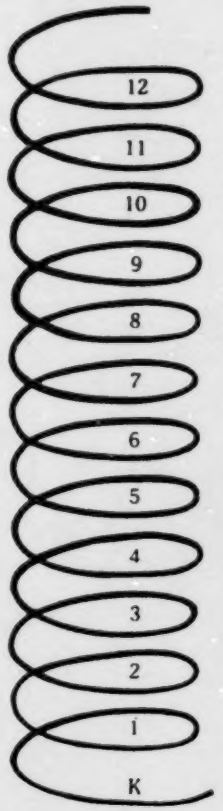
THE PEOPLE OF A REGION: CALIFORNIA

PEOPLE AS MEMBERS OF COMMUNITIES

PEOPLE AS MEMBERS OF GROUPS

PEOPLE AT HOME AND AT SCHOOL

MYSELF AND OTHERS IN MY WORLD



Grades 11 - 12
focus:
U.S. ideals, traditions, Institutions; Political, Economic and Social Systems

Grades 9 - 10
focus:
Civic literacy and a World View

Grades 7 - 8
focus:
How our nation/world came to be as they are.

Grades K - 6
focus:
People: Where and How they live

HISTORY-SOCIAL SCIENCE IN GRADE SIX

Topics of Instruction, Concepts, Skills, Suggested Learning Activities and Media Resources for Grade Six.

From:	*FOCUS IN:* GRADE SIX	To:
Grade Five Focus: The People Of A Nation: The United States of America	Our World, Its Diverse Peoples, and Their Societies	Grade 7 Focus: The Changing World

GRADE SIX - Our World, Its Diverse Peoples, and Their Societies

In grade six, students learn more about the geography of earth and the many diverse peoples who inhabit our world. They learn about both the similarities and the differences among individuals and societies. They consider those needs and life experiences which are common to all human beings. They also learn about the reasons for variations in human appearance and behavior.

In this grade students are introduced to the important concept of culture. They then explore its four basic elements in greater depth. The four basic and universal elements of culture are defined as language, technology, institutions and beliefs.

Finally, students study some of the ways in which peoples of the world can and do work together on common, current technological and ecological concerns or through various economic, political and cultural institutions.

TOPICS OF INSTRUCTION:

1. The United States and its people in today's world. (Note: a brief review of a major theme or focus of instruction in grade five).

2. Earth as home for human beings-the world's water, land, climate and natural resources and how they affect where and how peoples live. (Includes map skills.)

3. The world's diverse peoples and the reasons for differences in appearance and behavior.

4. Human needs and life experiences common to all peoples.

5. Why human societies develop different "ways of life" or diverse cultures.

6. The role and importance of language in all human societies.

7. Technology: tools, toolmakers, tool users, and technological change yesterday and today.

8. Five basic institutions on which peoples in all societies depend: government, economic institutions, education, the family, and religion.

9. The importance of human beliefs about the nature of the world, about beauty, and about right and wrong.

10. Earth's people working together.

CONCEPTS:

The following concepts to be introduced or reinforced and extended in grade six flow from or are allied to the topics for instruction. Not only should students in grade six be introduced to these concepts through planned readiness experiences and/or explicit, systematic instruction, but students should incorporate them into their working vocabularies and to evidence their comprehension of these concepts in other ways as well.

Continent
Hemisphere
longitude/latitude
International dateline
Weather/climate
Time/distance
Relative location/
location
Scale (on a map)
Culture
Society
Leadership
Government
Religion/religions
Chiefdom/kingdom/empire
Democracy/autocracy
Hopes or aspirations
Cooperation/conflict
Generations and/or
age-grading
Needs/wants
Scarcity
Diversity
Technology and
tools
Language/language
families
Quality of life
Beauty or aesthetic tastes
Sculpture
Architecture
Law
Ethics
Ecology
Archaeology
Folklore/mythology
Oral and written literature
Oral and written history
Institutions
Beliefs/belief systems

SKILLS:

At each grade level skills drawn from the three major categories shown below are to be introduced or reinforced and extended. The following list of skills appropriate for grade six is not exhaustive. It is an illustrative listing, but the skills identified here are to be included as objects of explicit, direct, instruction in grade six.

A. *Basic or Study Skills: Students in Grade Six should learn to:*

- Listen purposefully and/or selectively for a variety of reasons. (i.e., general information, specific information, details, enjoyment, specific directions, evaluation, etc.)
- Prepare an outline to organize information.
- Prepare/intepret a flowchart to show steps in operations.
- Prepare/deliver an oral report selecting and organizing materials and using a variety of techniques to enhance the presentation such as gestures, graphic aids, diagramming on chalkboard, etc.
- Distinguish among fact/fiction, opinion, expert opinion and considered judgement.
- Compare a variety of map projections and utilize those appropriate for the specific learning task at hand.
- Be able to spell correctly the names of the continents, major landforms, oceans of the world.
- Use the concepts emphasized in grade six as a part of his/her own working vocabulary.
- Paraphase or put into his/her own words ideas gleaned from reference materials and/or textbooks.
- Prepare a simple annotated bibliography.
- Write short essays in response to test questions.

B. *Intellectual or Critical/Creative Thinking Skills: Students in Grade Six should learn to:*

- Interpret correctly and with increasing insight a variety of tables, charts, graphs, cartoons, and pictures.
- Use a variety of maps, globes and models to obtain information.
- Prepare freehand maps in accordance with specified criteria.
- Listen to and respond to ideas personally and imaginatively.
- Distinguish between oral and written literature and be able to explain the importance of both in the life of a given society.
- Empathize with persons/cultures other than his/her own.
- Be receptive to forms of music, dance, architecture, and art other than that generally accepted in his/her own culture.
- Use television and current newspapers and periodicals as sources of information about the diverse cultures of the world and about changes taking place in the basic institutions common to all societies: family, government, economic institutions, religion, and education.
- Be aware of his/her own cultural biases and/or the stereotypes which may interfere with truly critical thinking.
- Summarize and evaluate information obtained from a wide variety of sources.
- Use with confidence major types of reference books and periodicals to investigate a given topic, ranging from unabridged to specialized dictionaries, encyclopedias, almanacs, atlases, and telephone directories.
- Compose/present simple slide, filmstrip, slide-tape, 8 mm or radio/television shows which not only convey information but do so in an aesthetically pleasing manner.

C. *Interpersonal or Social Participation Skills: Students in Grade Six should learn to:*

- Interview at least one person who belongs to another generation.
- Interact in discussions with persons of other cultures.
- Role play the manner in which persons of other thatn one's own culture might respond to a given event/situation/problem.
- Participate in a panel discussion or a more formal debate on topics of current world-wide interest.
- Plan/participate in a field trip to a community/county resource which can provide information/insight into the language, technology, institutions or beliefs of other cultures.

SUGGESTED LEARNING ACTIVITIES:

The activities listed here were suggested by experienced teachers of grades six to illustrate some of the ways in which children can be motivated and encouraged to participate actively in the learning process. All of the activities suggested here are appropriate to the history-social science topics to be studied in grade six. Many of them also correlate with or reinforce instruction in other curriculum areas.

1. To assess and extend students' knowledge of Earth as home for human beings, provide each student with a blank outline map of the world. Ask the students to see if they can do the following, without reference to any other materials:

    - Label each continent, spelling its name correctly.
    - Label the major oceans, spelling their names correctly.
    - Shade in the polar regions of the world. With a small flag indicate which is the North Pole and which is the South Pole.
    - Show the equator by drawing slashes across a line similar to this one:

    - Trace the boundaries of the United States with a colored pencil.
    - Trace the boundaries of California using a pencil of another color.
    - Put a X as close to where they live as possible. Ask them to be prepared to tell how they recognize the correct location.
    - Find at least one major river system on each continent, with the exceptions of Australia and Antarctica, and use a blue colored pencil to trace that river system.

2. After students have completed the map described above, ask them to turn to the world map in their textbooks or to use a larger wall map of the world displayed in the classroom to check their own work. If desired, students could work in teams of two or three for this activity.

3. As the school year progresses, devise and use other map activities. Continue to review students' geographic knowledge. Periodic "geography bees" similar to spelling bees are a good way to enliven such reviews. "Geography Bees" might be concerned with the following: major oceans and seas, world capitals, gulfs and bays, major river systems, important canals or waterways, mountain ranges, etc.

4. Ask students to draw or make a model of the solar system. Then ask each student to write a short report describing the selected features of the solar system, noting particularly how Earth compares/contrasts with the other planets.

5. Suggest that students draw a picture of Earth or that they clip a picture of Earth from a magazine or newspaper. Those pictures should be mounted on a large sheet of paper. Beneath each picture, the student should paste a "fact sheet" which she/he has prepared using a variety of references. Some references which sixth graders should be expected to use are these: encyclopedias, almanacs, atlases, books of records, and the special data on Earth contained in the appendix of their social studies and/or science textbooks. Some facts about Earth which students can glean from purusing those references are these: places on Earth where the highest/ lowest temperatures have been recorded; the thickness of Earth's crust; the deepest places in the ocean; the highest mountain range; the lowest spot on Earth; the six largest lakes in the world, etc.

   Let the students compare their findings about Earth, then conduct a discussion in which students are helped to make appropriate generalizations.

   Let the students share information about the references to which they turned and the usefulness of those references, because this activity is designed not only to increase student knowledge about the nature of Earth, it is intended to help them develop their research skills as well.

6. Provide each student with a notebook and then ask him/her to make it into a personal dictionary by entering words and their meanings as they are learned throughout the course of the year. Let the students make tabs which can serve as an individual index, one for the letter A, then one for B and so on. As the students learn a new word, that word, correctly spelled, should be entered under the proper letter and a definition for it should be written. For example, when students learn the word "culture" it should be listed under the C's; when they learn the word "stereotype" it would go under S and so on. From time to time, words learned could be reviewed by means of a "vocabulary bee".From time to time, students could be asked to alphabetize all of the words they have listed under a given letter. Finally, the vocabulary words could be used to make puzzles which students could exchange.

7. Students working together in teams of two or three could prepare large charts which show needs which are common to all human beings, but that human beings, depending upon their culture, satisfy in different ways. For example, food is a common need, but people's notions about what is good and not good to eat differ widely. All people need shelter, but they satisfy that need by living in tents, mud huts, under leaves and in a variety of kinds of buildings.

8. Encourage students to clip pictures of the diverse peoples of the world from magazines or other sources and to prepare a collage. Students should title their collages and use them as illustrations for short talks to their classmates.

9. Ask students to examine magazines, newspapers and to monitor television for a given period of time to find examples of stereotyping. Let them bring their findings to class and use them as a basis for discussion.

10. Let each student research/report on his/her own name. Students could interview members of their own families to find out why the particular first and middle names they bear were chosen for them. They could also use a dictionary or other resources to find out the meaning of their own names. They could discover if their names also are used in other cultures, and, if so, how they are spelled/pronounced. Students also could de research on their own surnames.

    Use the foregoing activity as a springboard to discussing the importance of names and nicknames to peoples everywhere. Why do students think people are upset/unhappy if their names are forgotten, misspelled, mispronounced? How/why must people use their full legal names?

11. Let students make a language map of the world, then compare/contrast it with a political map of the world.

12. Each student could prepare a timeline on which the development of a particular tool is illustrated. One student might investigate the development of the hammer and illustrate it by showing how humans first used rocks and over the years have devised ever more sophisticated versions of that tool. Another student could investigate the inclined plane, another the lever, and so on.

13. Take a field trip to an industry nearby. Prior to going, work with students to prepare questions appropriate and which are suggested by the lessons on technology and economics which are in their textbooks. Following the visit, let the students write thank you notes to those who made the tour possible.

14. Encourage students to make a collage showing the five basic institutions on which peoples of all societies depend: government, economic institutions, education, the family and religion.

15. Introduce students to the arts and crafts of other cultures. Let them perform dances, sing songs, view paintings, see examples of sculpture, architecture, admire crafts of others. Let them also experiment with musical instruments popular in other cultures. Let them make masks. Use any or all of these experiences as means of getting into a discussion of the universal need to appreciate beauty, albeit peoples have different notions of what is beautiful.

16. Ask students to "nominate" places or buildings or objects of art in their own community or in Kern County which they believe are particularly beautiful and to explain why they believe them to be beautiful. Then devise and conduct a "walking tour" which encompasses as many places or objects of beauty nominated by students as possible.

19. Invite members of the community who represent various cultures to come to the classroom to demonstrate crafts, perform songs/dances, play musical instruments, display paintings or artifacts which are especially significant in their respective cultures.

20. More often than we hear about the ways in which Earth's people are working together in constructive wyas, we hear about conflicts and problems. Ask students to look at newspapers, in magazines and monitor television to find examples of ways in which Earth's people are cooperating and to bring those examples to class. For example, students might bring in a newsclipping about a worldwide meeting of doctors convened to exchange information on the treatment of a certain disease. They might learn that an international rescue effort is underway, or that people have joined hands to preserve some objects of art or areas of special natural beauty and so on. Use the students' findings as a springboard for discussion of ways/means that such cooperation can be enhanced in the future.

Special Note for Sixth Grade Teachers and Curriculum Committees

A brief description of the content and topics of instruction for grade seven is included on page 65 to facilitate articulation and to help teachers and curriculum committees differentiate better between the approachs to understanding our world taken in grades six and seven.

MEDIA RESOURCES

These are just some of the audio visual resources which could be used to supplement the topics of instruction at this grade level. These items and others may be ordered from the Kern County Superintendent of Schools Office: Instructional Resource Center (IRC). For information about how to order, see the introductory pages of the current AV Materials Catalogues and Supplements available at each school site. Further information or assistance may be obtained by telephoning the IRC at (805) 398-3759.

BUNRA 724
MP 11 MIN CFD 1958
AN APPROACH TO UNIVERSAL UNDERSTANDING OF THE ARTS ON THREE PARTS - DANCE, MUSIC, AND FLOWER ARRANGEMENT.

CALLIGRAPHY - THE CRAFT OF BEAUTIFUL WRITING 8035
MP 15 MIN STAH 1979
DEMONSTRATES BASIC TECHNIQUES OF CALLIGRAPHY, PRESENTS ANCIENT AND MODERN CALLIGRAPHIC EXAMPLES, AND SHOWS HOW THE LETTERS OF THE ALPHABET EVOLVED.

DANCING LION - AN AFRICAN FOLKTALE 8092
MP 11 MIN FLMM 1978
FOLLOWING AN INTRODUCTION TO AFRICAN RHYTHMS, A TALE OF A DANCING LION DEMONSTRATES THE ROLE OF MUSIC IN AFRICAN STORYTELLING. CHILDREN PARTICIPATE THROUGH RHYTHMIC CLAPPING AND CHANTING.

DIFFERENT PEOPLE - DIFFERENT VALUES 5730
MP 11 MIN BFA 1977
EXAMINES VARIOUS WORLD CULTURES TO SHOW HOW PEOPLE'S DIFFERENCES DEPEND ON VALUES OF THEIR SOCIAL ORGANIZATIONS, INCLUDING NATIONAL, REGIONAL, COMMUNITY, AND FAMILY GROUPS.

DISCOVERING RUSSIAN FOLK MUSIC 4652
MP 22 MIN BFA 1975
PRESENTS EXAMPLES OF RUSSIAN FOLK MUSIC. EXPLAINS THE TRADITIONAL USES OF RUSSIAN FOLK MUSIC AND ITS INFLUENCE ON MODERN RUSSIAN MUSIC.

DISCOVERING THE MUSIC OF AFRICA 656
MP 18 MIN BFA 1967
DEMONSTRATES THE COMPLEX RHYTHMICAL MUSIC OF THE BELLS, THE RATTLES, AND THE DRUMS. SHOWS THE MATERIALS FROM WHICH THESE INSTRUMENTS ARE MADE AND THEIR USE AS MEANS OF COMMUNICATION.

DISCOVERING THE MUSIC OF INDIA 1445
MP 22 MIN BFA 1969
TRACES BACK THREE TO FOUR THOUSAND YEARS THE TRADITION OF INDIAN MUSIC. DEMONSTRATES AND EXPLAINS THE INSTRUMENTS USED AND THE DANCES PERFORMED.

DISCOVERING THE MUSIC OF JAPAN 1446
MP 17 MIN BFA 1967
THREE MAJOR JAPANESE INSTRUMENTS--THE KOTO, THE SHAMISEN AND SHAKUHACHI--ARE SHOWN. SOME HISTORICAL BACKGROUND IS GIVEN ON EACH OF THE INSTRUMENTS.

DISCOVERING THE MUSIC OF LATIN AMERICA 1447
MP 20 MIN BFA 1966
LATIN AMERICANS HAVE BUILT THEIR MUSIC OUT OF MANY TRADITIONS. THESE TRADITIONS ARE ILLUSTRATED THROUGH SONG AND DANCE AND BY PLAYING OF CLASSICAL, FOLK AND PRE-COLUMBIAN INSTRUMENTS.

DISCOVERING THE MUSIC OF THE MIDDLE EAST 1448
MP 21 MIN BFA 1968
TRACES HISTORY OF MIDDLE EASTERN MUSIC. INTRODUCES INSTRUMENTS. DEMONSTRATES HIGHLY ORNAMENTED MELODIC LINES AND ASYMMETRICAL RHYTHMS. COMBINES DANCE AND MUSIC.

FAMILIES - ALIKE AND DIFFERENT 5662
MP 15 MIN CF 1976
FIRST FILM IN CHURCHILL'S CROSS CULTURAL FAMILIES SERIES. INTRODUCES CHILD ORIENTED COMPARATIVE STUDY OF FAMILY LIVING IN JAPAN, MEXICO, AND UNITED STATES.

FAMILIES - EARNING AND SPENDING 5663
MP 15 MIN CF 1976
CHILDREN DESCRIBE HOW THEIR FAMILIES EARN AND SPEND MONEY. FAMILIES SHOWN ARE FROM JAPAN, MEXICO, AND UNITED STATES.

FAMILIES - FOOD AND EATING 5667
MP 15 MIN CF 1976
SHOWS FOOD AND EATING PATTERNS OF THREE FAMILIES. FAMILIES SHOWN ARE FROM JAPAN, MEXICO, AND UNITED STATES.

FAMILIES - HELPING OUT 5690
MP 15 MIN CF 1976
SHOWS CHILDREN'S CONTRIBUTIONS AND RESPONSIBILITIES IN THREE FAMILIES. FAMILIES DEPICTED ARE FROM JAPAN, MEXICO, AND UNITED STATES.

FAMILIES - TEACHING AND LEARNING 5669
MP 15 MIN CF 1976
CHILDREN FROM FAMILIES OF JAPAN, MEXICO, AND UNITED STATES DESCRIBE THEIR SCHOOLING AND OTHER LEARNING EXPERIENCES.

FAMILIES AND LEARNING - EVERYONE'S A TEACHER 5950
MP 10 MIN MGHT 1966
SHOWS HOW THE MEMBERS OF A FAMILY TEACH EACH OTHER MANY THINGS AND THAT WHILE PARENTS TRADITIONALLY TEACH CHILDREN, THE REVERSE OFTEN HAPPENS.

BEST COPY AVAILABLE

HAIKU (STANTON)
MP 14 MIN STANF 1970 642
DESIGNED TO HELP DEVELOP, THROUGH THE USE OF HAIKU, A BETTER UNDERSTANDING OF THE POETRY, LITERATURE, AND ART CHARACTERISTIC OF JAPANESE CULTURE.

MAN'S MANY MASKS
FR 2 FS 2 IM ARLOUH 19XX 1661
SHOWS ANCIENT MASKS AND HOW MASKS ARE USED IN SOCIETY TODAY. SHOWS STUDENT-MADE MASKS. SUGGESTS FOLLOW-UP ACTIVITIES. PREPARED FOR THE ART EDUCATOR'S MOBILE MUSEUM.

MARIO SANCHES - PAINTER OF MEMORIES
MP 17 MIN BOWGRN 1978 8093
DOCUMENTS THE ART OF THE CUBAN-AMERICAN ARTIST, WHOSE WORK EVOKES HIS MEMORIES OF GROWING UP IN KEY WEST. INCLUDES EARLY THROUGH RECENT EXAMPLES OF HIS HAND-CHISELED, PAINTED WOOD RELIEFS.

MASKS
MP 12 MIN BFA 1962 817
A COLLECTION OF PRIMITIVE AND MODERN MASKS. DISCUSSES THEIR ROLE IN THE CULTURAL AND ARTISTIC LIFE OF VARIOUS PEOPLES. EXPLAINS THEIR USE IN RITUALS AND IN DRAMATIZING MYTHS AND LEGENDS.

MASKS OF GRASS
MP 7 MIN WINKLE 1975 3450
SHOWS CHILDREN CREATING ORIGINAL MASKS FROM NATURAL MATERIALS. INTENDED TO MOTIVATE CREATIVE ENDEAVOR.

MASTER WEAVERS OF THE ANDES
MP 15 MIN EBEC 1978 7496
DESIGNS, COLORS AND TECHNIQUES USED BY PERUVIAN INDIAN WEAVERS. WEAVING ART AS A VITAL PART OF FAMILY AND VILLAGE LIFE. RELATIONSHIP OF INDIAN CULTURE TO MODERN DESIGN AND WEAVING TECHNIQUES.

MISSION TO EARTH - PART 1 - PHYSICAL GEOGRAPHY
MP 15 MIN BARR 1977 7524
A SURVEY OF THE EARTH'S PHYSICAL GEOGRAPHY IS PRESENTED IN THE FORM OF A SPACESHIP PROBE CONDUCTED BY VISITORS FROM AN UNKNOWN PLANET.

MY GRANDSON LEW
MP 13 MIN BARR 1976 6386
LEW LEARNS THAT HIS GRANDPA HAS DIED, AND FINDS THE IMPORTANCE OF SHARING MEMORIES WITH LOVED ONES.

OCEANOLOGY - ENERGY SEARCH BENEATH THE SEAS (SSH 10-6)
MP 13 MIN, IM ALLFP 1981 8063
SHOWS TECHNOLOGY EMPLOYED TO LOCATE OFFSHORE RESERVES OF OIL AND GAS, AND TO MAKE TEST DRILLINGS AT THE UNDERSEA SITES.

PEOPLE
MP 11 MIN AIMS 1969 6341
SHOWS PEOPLE OF ALL AGES AND RACES AS THEY REST, WORK, AND PLAY TO DEMONSTRATE THAT PEOPLE ARE DIFFERENT YET ALIKE.

PEOPLE ARE DIFFERENT AND ALIKE
MP 11 MIN CORF 1967 622
SIMILARITIES ARE MORE IMPORTANT AMONG PEOPLE THAN THE DIFFERENCES, BUT THE DIFFERENCES CAN OFTEN BE USEFUL AND INTERESTING.

RESEARCH - ANTARCTICA, LABORATORY FOR SCIENCE (SSP VOL 9-2,3)
MP 27 MIN, IM ALLFP 1979 7479
SHOWS U.S. RESEARCH INTO LAND AND MARINE ECOSYSTEMS, WEATHER AND CLIMATE, GEOLOGY, AND CHANGES IN THE ICE SHEET.

SIGNS, SYMBOLS AND SIGNALS
MP 11 MIN FILMSW 1970 1395
DESIGNED TO BRING THE VIEWER AN AWARENESS OF VITAL COMMUNICATION TOOLS UPON WHICH HE AND THE COMMUNITY RELY. NO NARRATION.

TIME LINE
MP 10 MIN FILMF 1972 5306
A TIME LINE UNFOLDS TO SHOW THE CHANGING GEOLOGICAL STATE OF THE EARTH AND ITS VARYING PATTERNS OF PLANT AND ANIMAL POPULATION.

TIME, LINES AND EVENTS
MP 19 MIN CF 1967 559
ANIMATED VISUALIZATION OF TIME AS SYSTEM FOR MEASURING EVENTS. INTRODUCES CONCEPT OF SEQUENCE AND DURATION. SHOWS HOW TO CONSTRUCT TIME-LINES.

YOUR STUDY SKILLS - DOING AN ASSIGNMENT
MP 11 MIN CORF 1970 1426
PRESENTS THREE STEPS TO DOING AN ASSIGNMENT - (1) UNDERSTAND THE ASSIGNMENT. (2) BE A SELF-STARTER. (3) HAVE A PLAN.

YOUR STUDY SKILLS - USING REFERENCE MATERIALS
MP 14 MIN CORF 1970 1427
INTRODUCES THE STUDENT TO MANY TYPES OF REFERENCE MATERIALS INCLUDING THE USE OF DICTIONARIES, ENCYCLOPEDIAS, AND ALMANACS.

BEST COPY AVAILABLE

K-12 SCOPE AND SEQUENCE

An Overview of Content in Grades 7-8

Content in grades 7 and 8 focuses on helping students understand how the world and the nation in which they live came to be as they now are.

Grade Level	Major Focus
GRADE 7:	
The Changing World	Extending students' understanding of geography. Providing them with a broad, chronological overview of the major epochs in history of humankind. Emphasis on important ideas, inventions, institutions and movements of people and great civilizations. Attention to both Western and non-Western worlds.
GRADE 8	
The American Experience	Learning about significant events, major happenings, critical turning points in the American experience that have generated emotions, ideals, institutions, and values. Becoming more knowledgeable about the contributions men and women have made to the political, economic, social and aesthetic demensions of American life.

HISTORY-SOCIAL SCIENCE IN GRADE SEVEN

From:	*FOCUS IN:* GRADE SEVEN — The Changing World	To:
Grade Six Focus: Our World, Its Diverse Peoples and Their Societies		Grade 8 Focus: The American Experience

GRADE SEVEN - The Changing World

The curriculum in grade seven is intended to extend students' understanding of geography and to provide them with a broad chronological overview of the major epochs in the history of humankind. Important ideas, inventions, institutions, movements of people, and great civilizations should be emphasized. Attention should be focused on both the Western and non-Western worlds.

During the course of their study, students will have many opportunities to widen their acquaintance with and deepen their appreciation for the humanities. Music, painting, sculpture, architecture, archeology, law, philosophy and ethics can be incorporated in a course of study designed for this grade level. The study of literature in its various forms from folklore to biography to drama also can be encompassed. So, too, can be the history of science and technology be included.

TOPICS OF INSTRUCTION:

1. Our world, its diverse peoples, and their societies. (Note: a brief review of the major them or focus of instruction in grade six).
2. Knowledge about the geography of the world and how it has changed over the centuries.
3. The transition from prehistoric to historic times.
4. Selected case studies of great civilizations in the Western and non-Western worlds.
5. When peoples meet: conflict, controversies, cooperation and cultural change.

6. Men and women who have made significant contributions to the social, political, economic, intellectual, and cultural life of the world or to its ethical thought.

7. Great ideas and inventions that have transcended time and place: their origins, functions and importance.

8. Facing change in the world today and tomorrow.

APPENDIX A

Education Code Requirements Affecting History and Social Science Instruction

DUTY CONCERNING INSTRUCTION OF PUPILS CONCERNING MORALS, MANNERS AND CITIZENSHIP

44806. Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism and a true comprehension of the rights, duties and dignity of American citizenship which also includes kindness towards domestic pets and the humane treatment of living creatures, and to teach them to avoid idleness, profanity and falsehood, and to instruct them in manners and morals and the principles of a free government.

AREAS OF STUDY: GRADES ONE THROUGH SIX

51210. The adopted course of study for grades 1 through 6 shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

(c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; man's relations to his human and natural environment; eastern and western cultures and civilizations; and contemporary issues.

(h) Such other studies as may be prescribed by the governing board.

INSTRUCTION IN SOCIAL SCIENCES: GRADE ONE THROUGH SIX

51211. Instruction required by subdivision (c) of 51213 Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the roles of these groups in contemporary society.

EDUCATION CODE REQUIREMENTS (continued)

INSTRUCTION IN SOCIAL SCIENCES

51221. Instruction required by subdivision (b) of Section 51220 in the area of study of social sciences shall also provide a foundation for understanding the wise use of natural resources.

PORTRAYAL OF CULTURAL AND RACIAL DIVERSITY

60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society including:

(a) The contributions of both men and women in all types of roles, including professional, vocational and executive roles.

(b) The role and contributions of American Indians, American Negroes, Mexican Americans, Asian Americans, European Americans and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

PROHIBITED INSTRUCTIONAL MATERIALS

60044. No instructional materials shall be adopted by any governing board for use in the schools, which, in its determination contains:

(a) Any matter reflecting adversely upon persons because of their race, color, creed, national origin, sex or occupation.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

REQUIRED TO BE ACCURATE, OBJECTIVE, CURRENT AND SUITED TO NEEDS AND COMPREHENSION OF PUPILS AT RESPECTIVE GRADE LEVELS

60045. All instructional materials adopted by any governing board for use in the schools shall be, to the satisfaction of the governing board, accurate, objective, and current and suited to the needs and comprehension of pupils at their respective grade levels.

APPENDIX B

Education Code Sections Requiring the Observance of Special Events

Note: See Appendix A for the Education Code sections that outline specific course requirements affecting history and social science instruction in the public schools of California.

Lincoln's and Washington's Birthday Exercises

37223. All public schools and educational institutions throughout the state shall hold exercises in memory of Abraham Lincoln and George Washington on February 12th and February 22nd, respectively, or on the day in which school is in session next preceding, if the specified day is a holiday.

Anniversary of Adoption of Constitution

37224. All public schools and educational institutions shall include in the schoolwork on or near the anniversary of the adoption of the Constitution of the United States exercises and instruction for pupils suitable to their ages in the purpose, meaning and importance of the Constitution of the United States, including the Bill of Rights.

Conservation, Bird and Arbor Day

37225. March 7th of each year, the anniversary of the birthday of Luther Burbank, is set apart and designated Conservation, Bird and Arbor Day.

All public schools and educational institutions shall observe Conservation, Bird and Arbor Day not as a holiday, but by including in the schoolwork of the day, suitable exercises having for their object instruction as to the economic value of birds and trees, and the promotion of a spirit of protection toward them, and as to the economic value of natural resources, and the desirability of their conservation.

Susan B. Anthony Day

37226. February 15th of each year, the anniversary of the birthday of Susan B. Anthony, is designated and set apart as Susan B. Anthony Day.

All public schools and educational institutions shall observe this day with suitable exercises, directing attention to the development of the political and economic status of women in the United States, through the efforts of Susan B. Anthony.

Black American Day

37227. March 5th of each year, the anniversary of the death of Crispus Attucks, the first black American martyr of the Boston Massacre, is designated and set apart as Black American Day to direct attention to the development of black people in the United States of America.

All public schools and educational institutions shall observe this day with suitable exercises.

Dr. Martin Luther King, Jr. Day

37227.5 All public schools and educational institutions throughout the state shall, on January 15th of each year, the anniversary of the birth of Dr. Martin Luther King, Jr., hold suitable exercises commemorating, and directing attention to the history of, the civil rights movement in the United States, and particularly the role therein of Dr. Martin Luther King, Jr.

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Crossley, Helen - Principal, Sierra Sands Unified School District
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